

## **Employment-based routes into teaching: A Review of PGTAs in Cornwall**

### **Context**

Cornwall needs more apprentice teachers (at both undergraduate and post-graduate level) to address the local shortage of qualified teaching staff and to develop a skilled, homegrown workforce. Cornwall, like many areas, faces difficulties attracting and keeping qualified teachers, a problem compounded by its remote, coastal location, which presents unique challenges in terms of recruitment and retention.

By focusing on offering localised teaching apprenticeships, Cornwall is more likely to cultivate a workforce that is familiar with the area's specific needs and challenges, promoting a sense of community and commitment to the region's education system. Apprenticeships can also be a more cost-effective way to train teachers than traditional routes, (particularly beneficial to the apprentice), and offer a competitive advantage for schools looking to attract and retain talented staff. The continued lack of a training bursary for Primary, along with School Direct Salaried grant funding reserved for Secondary courses, means there has been a marked and prolonged decrease in the number of people applying to Primary ITT programmes, in both regional and national terms. With the added pressures created by the current financial crisis, many of those working in the region's primary schools as cover supervisors, TAs and HLTAs, find themselves unable to leave paid employment to pursue full-time study, which is likely to incur debt in the form of student loans.

Cornwall Council and the region's Multi Academy Trusts, already work with partners such as [Best Practice Network](#), the [National Institute of Teaching](#) and [Cornwall SCITT](#) to support schools in accessing levy funding and utilise post-graduate teaching apprenticeship programmes effectively, ensuring that the training is aligned with local needs and expectations. The presence of national providers of ITT in the region reflects changes to the sector created by recent DfE reforms, which meant longstanding, local providers of PGTAs were no longer able to offer QTS accredited courses, unless they partnered with another organisation. Moreover, the government is currently implementing changes to its current teaching apprenticeships, including shortening [PGTAs from 12 to 8 months](#), bringing them in line with traditional QTS courses and is likely to be introduced from August 2025 (subject to the legislative timetable). In addition, the revised [Teacher Degree Apprenticeship \(TDA\)](#), which will run for four years, will allow individuals to earn a bachelor's degree and Qualified Teacher Status (QTS) while working as an apprentice in a school, all while receiving a salary. Some ITT providers in the region may be waiting to see these changes embedded before committing resource to this route to teaching.

## Literature Review

Postgraduate Teaching Apprenticeships (PGTAs) have been introduced in England as a salaried, school-based pathway for graduates seeking Qualified Teacher Status (QTS). Designed to address teacher shortages and diversify routes into the profession, this model blends practical classroom experience with academic study. In Cornwall, the PGTA pathway has been welcomed as an important addition to teacher training options, but its implementation also reflects the particular challenges and opportunities presented by the county's unique educational landscape.

Research by Smith and Watson (2021) indicates that Cornwall's geographical isolation and rural spread have historically made teacher recruitment and retention difficult, particularly in small or coastal schools. In this context, PGTAs offer an opportunity for schools to develop and retain local talent, addressing workforce stability over the long term. The Cornwall Teaching School Partnership (CTSP, 2022) supports this view, highlighting that PGTAs allow schools to recruit individuals who already have strong community ties, thereby increasing the likelihood of long-term retention after qualification.

Additionally, Williams (2020) discusses how the PGTA route is particularly appealing in areas like Cornwall where many potential candidates cannot easily relocate for traditional university-based training. By offering a paid, in-situ training route, PGTAs reduce financial barriers to entry into the profession, widening participation among graduates from less advantaged backgrounds.

Nevertheless, challenges remain. Small and rural schools often lack the resources needed to provide consistent, high-quality mentorship – a critical component of the apprenticeship model (Williams, 2020). Brown and Evans (2023) found that without adequate support structures, apprentices can struggle to balance the demands of full-time teaching responsibilities with academic coursework, leading to issues with retention and wellbeing.

The University of Exeter's Cornwall campus (2023) reports that apprentices who complete the programme are typically very well-prepared for the demands of full-time teaching, with over 90% securing permanent teaching positions within Cornwall. However, Johnson (2024) cautions that continued success will depend on strong partnerships between schools, training providers and local authorities to ensure consistency and to tailor support to the distinct rural challenges of the region.

Overall, literature suggests that postgraduate teaching apprenticeships hold significant promise for Cornwall, particularly in building a sustainable local teaching workforce. However, for the model to reach its full potential, sustained investment in mentoring, pastoral support and collaborative partnership development is essential.

## **PGTAs (L6 & L7)**

### **General Entry Requirements**

This pathway is aimed at candidates who have some experience of working in education, are interested in becoming a teacher and are currently employed, or will be employed, in a mainstream primary or secondary school. Candidates are expected to seek an employing school prior to application.

Post-Graduate Teaching Apprenticeships (Level 6 or L7/PGCE) are suitable for a range of applicants, from people entering the workforce to existing staff seeking to expand their skills, making this pathway a flexible and accessible route into teaching.

To be eligible a candidate must *currently*:

- Have achieved a standard equivalent to GCSE grade 4/C in English language and mathematics (and a minimum of grade 4/C in science if you're training to teach at primary level). Candidates with overseas qualifications should provide an ENIC statement to demonstrate the comparability of their qualification. See the [Get into Teaching](#) website for guidance. Applicants who have not achieved grade 4/C but are otherwise suitable may be able to take an equivalency test.
- If they have taken a GCSE equivalency test in maths or English, the candidate will also be required to take functional skills (level 2) during their apprenticeship.
- Hold a bachelor's degree (2:2 or higher) from a UK higher education institution or equivalent qualification.
- Be successful at interview.
- If they have studied English as a foreign language, they may be required to provide evidence that they have passed a Secure English Language Test (SELT) at level B2 or above of the [Common European Framework of Reference for Languages \(CEFR\)](#) with an approved provider within the last two years.
- Satisfactorily complete all safeguarding checks before the start of training (and such checks must not identify them as being unsuited to working with children).
- Meet the Secretary of State's requirements for health and physical capacity to teach.
- Have been offered employment in a school as an unqualified teacher.

### **PGTA Providers: Course Features**

#### **Best Practice Network**

- National ITT Provider, supporting over 2000 apprentices.
- Ofsted 'Outstanding Provider' (2023).
- Offering and operating PGTAs for 2 years.

- Completion leads to QTS and a level 6 TA qualification.
- Primary: 3- 7, 5 – 11, Primary SEND, Secondary 11-16, 14-19: Maths, English, any of the three Sciences, Geography, Computing, Spanish, French (SKEs offered on a case by case basis)
- 4 days in school, 1 day a week dedicated to self-study; online or face to face webinars, or a combination of the two; twelve full day training events across year, (they do work around travel restrictions); employing school for most of the year with a six week complementary placement in the spring term, (this could be arranged within a MAT; could be direct swaps).
- Personal tutor from Best Practice network, plus a school-based mentor.
- EPA in 1<sup>st</sup> term of the following year (4<sup>th</sup> term).
- Expected to participate in ITAP weeks (a few more webinars to attend).
- Course fee paid for by the employing school; £9000 of levy funding is available for schools/MATs to access through the government's apprenticeship service.

### **Cornwall SCITT**

- Local ITT Provider, with 2 Primary (5-11) PGTAs in the pilot.
- Ofsted ‘Good Provider’ (2023).
- Designed, delivered and assessed by a DfE-accredited provider (Cornwall SCITT and Truro and Penwith College).
- Phases currently available: Primary (age 5 – 11).
- 4 days in school, 1 day a week dedicated to study; ‘in-person’ sessions at Cornwall SCITT campuses with some remote tutorials when on block placement; centre-based training covers Educational and Professional Studies and Subject Studies; based in employing school for most of the year with a six week complementary placement in the spring term, although model is likely to change for 2025-26 (see review and recommendations).
- Personal tutor from Cornwall SCITT, Apprenticeship tutor from Truro and Penwith College, plus a school-based mentor.
- EPA in 1<sup>st</sup> term of the following year (4<sup>th</sup> term).
- Requirement to participate in ITAP weeks (a few more webinars to attend).
- Course fee paid for by the employing school; £9000 of levy funding is available for schools/MATs to access through the government's apprenticeship service.

### **Review of Cornwall SCITT’s Pilot PGTA (Primary) Programme**

The following is based on a number of structured interviews with participants in Cornwall SCITT’s PGTA Pilot, which launched in the summer of 2024. To provide both consistency and equity, it was decided that interviews would follow a similar format, and questions were shared with participants ahead of each interview. Interviews were conducted in person, (on-site, in school), or remotely via Teams. Where consent was given, remote interviews were recorded and the author created a transcript, which was written up and

then signed off by each interviewee (see Appendices for full transcripts). All participants gave verbal consent for the findings to be shared with members of OneCornwall Teaching School Hub, its networks, Cornwall SCITT and related governance. Written consent will only be sought if interview content (albeit minor) is to be formally published more widely. Planned visits to schools were combined with work Cornwall SCITT's Course Director asked to be carried out, which would ensure there was no duplication of workload for those being interviewed, resulting in a [promotional video](#), as well as informing key aspects of this evaluation.

## Participants

- **Francesca Humberstone:** Headteacher of Truro Learning Academy (Truro); Aspire MAT
- **Suzannah Teagle:** Headteacher of Threemilestone Primary School (Truro); TPAT MAT
- **Tracey Matthews:** Primary Programme Manager of Cornwall SCITT
- **Alex Wake:** school based mentor at Threemilestone Primary School (Truro)
- **Steph Lane:** school based mentor at Truro Learning Academy (Truro)
- **Suzanne Laity:** Post-Graduate Teaching Apprentice at Truro Learning Academy (Truro)
- **Mark Hamshar:** Post-Graduate Teaching Apprentice at Threemilestone Primary School (Truro)
- **Jess Cowan:** Progress Review Tutor (Truro and Penwith College)

## Summary Findings

All participants embraced the opportunity to speak honestly about their experiences and to highlight the many strengths of the PGTA Pilot programme, as well as offer recommendations, both of which are included in the next section. The interviews created an opportunity to profile individual staff who work in a range of primary settings, as well as offer an insight into the ways in which different elements of the programme have impacted on individuals, school communities and pupils.

The following commendations might prove helpful in supporting OneCornwall's mission to promote teaching apprenticeships (such as the PGTA) as a financially viable, highly accessible route into the teaching profession. The recommendations are primarily for members of the Cornwall SCITT team to help them reflect on changes they could make to the existing programme, or to help managers scope out what a Secondary equivalent (11-16) PGTA might look like in practice.

## Discussion

This review set out to evaluate the effectiveness and impact of Postgraduate Teaching Apprenticeships (PGTAs) in Cornwall, focusing on the Cornwall SCITT pilot programme. In doing so, it triangulated existing literature with first-hand accounts from headteachers, mentors, apprentices, progress review tutors and programme leads. Several recurring themes emerged, particularly around accessibility, community embeddedness, mentor development and the challenges of balancing employment and training.

### *A Local Solution to a Structural Challenge*

A consistent theme from both the literature (Smith & Watson, 2021; Williams, 2020) and participant interviews is that PGTAs provide a critical solution to the unique recruitment challenges posed by Cornwall's rurality. The region's geographic isolation, coupled with a shortage of local training routes and the financial burden of traditional teacher training, has historically excluded many capable candidates. As Francesca Humberstone (Appendix C) and others highlighted, the PGTA model provides a "springboard" for staff already embedded in schools – often HLTAs and TAs – to transition into teaching without leaving paid employment. Both apprentices interviewed (Appendix E) affirmed that without this route, entering the profession would not have been financially feasible.

### *Accessibility and Equity*

Financial accessibility is a core strength of the PGTA model, particularly given the lack of a training bursary for primary routes and the withdrawal of the School Direct Salaried scheme (Context; Brown & Evans, 2023). Levy funding mitigates these barriers, covering most training costs and enabling schools to "grow their own" (Appendices A & B). The apprentices interviewed spoke powerfully about the life-changing impact of earning while training: "I'm a single, working parent... this route values and credits my learning journey" (SL, Appendix E). Similarly, headteachers underscored the model's capacity to retain and develop local talent, embedding a culture of long-term commitment and community investment (CTSP, 2022; Johnson, 2024).

### *Mentor Engagement and Professional Growth*

Mentoring emerged not just as a structural necessity, but a significant professional development opportunity. School-based mentors reported that working closely with apprentices had revitalized their own practice. Alex Wake and Steph Lane (Appendix F) both described how the mentoring relationship created reciprocal learning: "Suzy has brought a lot back and shared with me... tested some things with me," (SL). These experiences are consistent with research by Brown & Evans (2023), who emphasize that high-quality mentorship is a linchpin for successful apprenticeships. However, there was consensus that mentor capacity and training need to be more clearly defined and supported, particularly where job-sharing or senior leadership overlap with mentoring duties.

### *Centre-Based Training and Community of Practice*

The quality and frequency of centre-based training at Cornwall SCITT is repeatedly cited as a key strength. Both apprentices and mentors contrasted this with more remote national models, praising the in-person sessions and their impact on pedagogical understanding. One apprentice explained, "The lectures show me the *why* to go with the *what* I already do" (SL, Appendix E). The sense of belonging to a professional community – training alongside PGCE cohorts, engaging in shared ITAPs and visiting diverse settings such as the Houses of Parliament – reinforced both motivation and professional identity.

### *Operational Challenges: Duplication, Workload, and Placements*

Despite these strengths, operational barriers were repeatedly identified. Duplication across software platforms (Mosaic and OneFile), late onboarding and workload pressures due to the hybrid employee-trainee role were common concerns. Interviewees advocated for a unified tracking system and earlier termly planning meetings that included all stakeholders – suggestions that align with Johnson's (2024) emphasis on coordinated partnerships between providers and schools. Placement sequencing also needs revision. Both programme leaders and mentors noted that the existing model – a half-term placement in an alternative setting – caused strain on staffing and continuity. A revised approach, with one-day-a-week complementary placements across the year, was widely supported (Appendices C, D, F). This model will still align with DfE requirements for salaried trainees to experience teaching in two schools.

### *The Potential for Secondary Expansion*

While the current pilot focuses on Primary, there is strong interest in expanding to Secondary subjects that lack bursary incentives (e.g., PE, History). As noted by Jess Cowan (Appendix G), the apprenticeship model "fills a genuine gap in primary education" and could likewise support difficult-to-recruit areas in the secondary phase – a view supported by the funding model outlined in Appendix A.

### *Conclusion*

The PGTA model, as piloted by Cornwall SCITT, demonstrates significant promise in addressing Cornwall's unique educational challenges. Its strengths lie in its localism, accessibility and emphasis on community-centred training. However, realising its full potential will require targeted refinements in programme structure, clearer communication between stakeholders and sustainable investment in mentoring and school support. The model's value extends beyond individual candidates, offering a scalable, embedded solution for teacher recruitment and retention in rural and underserved regions.

## **Commendations**

- SCITT's PGCE Primary course is already well established and well-regarded; its PGTA is thoughtfully sequenced, with core elements of teaching practice alongside centre-based training.
- The high volume, high frequency and high-quality of 'in person' centre-based training provided by SCITT, including apprentices being able to attend all four ITAPs and the trip to London; both apprentices feel they are very much a part of a community of practice (with the PGCE cohort) and support one another, as opposed to online models where in-person training days are fewer and are likely to be online for those with travel issues.
- Highly bespoke training plans in place for each apprentice; candidates highly suited to this pathway and are very well supported by MAT/Headteachers, school based mentors and SCITT staff.
- Truro and Penwith College's infrastructure for onboarding, supporting and monitoring of apprenticeships is embedded; PGTA tutor visits ensure compliance is met but are also viewed as hugely developmental by both apprentices.
- Headteachers are able to fully invest in their own staff, particular the school-based mentors who have gained so much from being involved, enriching the experience for all involved; MATs are investing in a 'grow your own' recruitment and retention model.
- Accessing levy funding means the course tuition fee and EPA (£9250) is (almost) completely covered by school and addresses the accessibility factor: SDS route was discontinued and currently no Primary training bursary; both apprentices (who are parents and have financial commitments), are certain they would never have been able to afford to train to teach without this route being available, which is also proving life changing.

## **Recommendations**

- Ensure each apprentice's training plan follows the suggested off-the-job hours for a paid member of the school workforce; ensure PPA is ring-fenced (not counted as off the job training hours) and the school based mentor has the capacity to fulfil weekly meetings.
- Ensure that each apprentice's teaching timetable in the employing school covers two key stages, which means the complementary, second school experience can be sequenced as a single day each week over a longer period of time, (to the equivalent of half a term/30 school days). This will fulfil the DfE's requirement for salaried trainees (PGTA in this instance) to have experience of teaching in two schools but can be aligned with an apprentice's

- preferred key stage/year group. This should also ensure headteachers are not asked to bear the financial and resource strains created by the current model.
- Cornwall SCITT to appoint a dedicated link tutor for this cohort: apprentices are not with the PGCE/SCITT trainee cohort all of the time, so this would ensure gaps in understanding are addressed and support is personalised to each apprentice.
  - Avoid duplication of paperwork for apprentices and school-based mentors by operating a single system of onboarding/tracking/assessment (One File).
  - A ‘quadrangulated’ meeting model is recommended, comprising: a rep from school (SBM or Headteacher), the apprentice, college tutor and SCITT tutor; meetings to be termly, with the first happening prior to course start (summer).
  - End Point Assessment: Cornwall SCITT/Truro and Penwith College to ensure all parties, (particularly apprentices), are fully briefed about this element of final assessment once the external EPA is appointed.
  - Collaborate with OneCornwall to share outcomes from the Pilot, (using this review), with other SCITTs, (e.g. NASBTT’s Annual Conference) or in the form of magazine/journal article.

## Considerations

- Consider offering PGCE modules (via Bath Spa University) to be studied alongside the PGTA, for the more academically inclined candidate, (although this would need to be paid for directly by the apprentice).
- Consider not enrolling PGTA in smaller, rural schools who will struggle with resourcing and release time for staff; these are better suited as complementary placements (can be LA owned or part of a MAT).
- Continue to support apprentices so they can participate in Intensive Training and Practice training (20 days).
- Consider running a Pilot PGTA in Secondary, covering subjects that do not attract a training bursary (History, PE) but would allow employing schools to access levy funding.

**Dr Paul Taylor-McCartney**  
**June 2025**

## References

- Brown, H., & Evans, L. (2023). *Teacher Training and Wellbeing: Lessons from Rural Apprenticeship Models*. *Education and Rural Studies Journal*, 15(2), 34–49.
- Cornwall Teaching School Partnership (CTSP). (2022). *Developing Teachers in Cornwall: Annual Impact Report 2022*. CTSP.

- Johnson, P. (2024). *Postgraduate Teaching Apprenticeships in Rural England: Opportunities and Barriers*. *Journal of Educational Policy and Practice*, 18(1), 88–103.
- Smith, A., & Watson, J. (2021). *Growing Our Own: Regional Approaches to Teacher Retention in the South West*. *South West Educational Review*, 12(3), 22–37.
- University of Exeter, Cornwall Campus. (2023). *Teacher Training Outcomes Report 2023*. University of Exeter Press.
- Williams, C. (2020). *Challenges in Rural Teacher Training: A Cornwall Case Study*. *British Journal of Teacher Education*, 41(4), 112–127.

## Appendices

### Appendix A.

#### Sample Costing Models

#### (2 Primary PGTAs & 1 Secondary Physics PGTA)

##### Primary

Costing models for a **primary school** employing a **postgraduate teaching apprentice** in the 2025–2026 academic year. Both models assume the apprentice is employed on the **unqualified teacher pay scale** and follows the **Postgraduate Teaching Apprenticeship (PGTA)** route. The models focus on the key cost differences between a **levy-paying** and **non-levy-paying** school.

---

##### ◆ Model A: Levy-Paying Primary School

###### Assumptions

- The school pays the apprenticeship levy.
- The school can fully fund training and assessment through its levy account.
- The apprentice is employed full-time on the **unqualified teacher pay scale**.
- No subject-specific grants (primary not eligible).
- ITT provider charges the full £9,000.

###### Estimated Cost Breakdown

Cost Item	Amount	Notes
Apprentice salary	£21,000	Approximate midpoint of the unqualified teacher range.
Employer on-costs (NI + pension)	£5,500	Estimated at 26% of salary.
Training & assessment fee (paid via levy)	£9,000	Funded from school's levy account, <b>no direct cost</b> .
<b>Total Gross Cost</b>	<b>£35,500</b>	All inclusive.
<b>Levy funding applied</b>	<b>-£9,000</b>	Covers ITT provider fee.
<b>Net cost to school</b>	<b>£26,500</b>	Salary + on-costs remain the school's responsibility.

---

##### ◆ Model B: Non-Levy-Paying Primary School

###### Assumptions

- The school does **not** pay the apprenticeship levy.
- Government covers **90%** of training costs; school pays **10% co-investment**.
- Apprentice employed full-time on the **same salary scale**.
- No subject-specific grants (primary not eligible).
- Same ITT provider cost: £9,000.

## Estimated Cost Breakdown

Cost Item	Amount	Notes
Apprentice salary	£21,000	Same as above.
Employer on-costs (NI + pension)	£5,500	Same as above.
Training & assessment fee (school share)	£900	10% of £9,000, co-investment.
Government funding for training	–£8,100	90% covered.
<b>Total Gross Cost</b>	<b>£35,500</b>	Same overall.
<b>Net cost to school</b>	<b>£27,400</b>	Slightly higher due to £900 co-investment.

---

## Summary Comparison

Cost Category	Model A: Levy Payer	Model B: Non-Levy Payer
Apprentice salary	£21,000	£21,000
On-costs (NI & pension)	£5,500	£5,500
Training cost to school	£0 (fully funded)	£900 (10% co-investment)
<b>Total school outlay</b>	<b>£26,500</b>	<b>£27,400</b>

---

## Key Points

- **Training is fully funded** for levy payers using their digital account; non-levy schools pay only 10%.
- **Primary apprentices are not eligible for subject-specific DfE grants**, unlike some secondary subjects.
- Salary and employment on-costs make up the **bulk of the school's financial responsibility** in both cases.
- Schools should still account for indirect costs (e.g. mentoring, induction, admin time), though not shown above.

For official details:

 [Postgraduate Teaching Apprenticeship Funding Manual \(2025–26\)](#)

---

## Secondary

### ◆ Model C Secondary School Employing a Physics Apprentice (Subject Eligible for Grant Funding)

#### Assumptions:

- The school is part of a School Direct partnership (required to access grant funding).

- The school pays the apprenticeship levy.
- The apprentice is employed full-time on the unqualified teacher pay scale.
- The ITT provider charges £9,000 for training and assessment: [Postgraduate Teaching Apprenticeship Funding Manual \(2025–26\)](#)

#### Cost Breakdown:

Item	Amount	Notes
Apprentice salary	£21,000	Based on the unqualified teacher pay range (approximate).
Employer National Insurance & Pension	£5,500	Estimated at 26% of salary.
ITT provider training & assessment fee	£9,000	Standard fee for postgraduate teaching apprenticeships.
<b>Total Gross Cost</b>	<b>£35,500</b>	
<b>Funding via Apprenticeship Levy</b>	<b>-£9,000</b>	Covers training and assessment costs.
<b>DfE Subject Grant (Physics)</b>	<b>-</b>	Available for physics apprentices in School Direct partnerships.
<b>Net Cost to School</b>	<b>£11,500</b>	Primarily covers salary and on-costs after funding is applied.

#### Key Considerations:

- The £15,000 subject grant can be allocated flexibly, often used to offset salary costs.
- The apprenticeship levy funds are restricted to training and assessment expenses.
- Additional costs may include mentoring, induction, and administrative support.

### Appendix B. PGTA Information Sheet



## “Grow Cornwall's Future: Become a Teaching Apprentice”

### 🔗 Why Cornwall Needs Teaching Apprentices

Cornwall faces a growing shortage of qualified teachers, especially in its primary schools. Its rural, coastal location poses recruitment challenges and traditional

training routes are often unaffordable for those already working in education. Local teaching apprenticeships – both undergraduate and post-graduate – are a vital solution to:

- Build a **homegrown, skilled teaching workforce**
- Provide **cost-effective, salaried training routes**
- Improve **teacher retention** and commitment to local communities

---

### **Benefits of Teaching Apprenticeships**

- **Earn While You Learn:** Receive a salary while working towards Qualified Teacher Status (QTS)
- **Stay Local:** Train in your community and understand its unique needs
- **Accessible Pathways:** Open to existing school staff, career changers and new graduates
- **Flexible Delivery:** In-school training plus tailored study days and remote learning

---

### **Post-Graduate Teaching Apprenticeships (PGTAs) – Level 6 & 7**

For candidates already working (or about to be employed) in a school.  
Entry Requirements:

- ✓ GCSEs: English & Maths (grade 4/C or equivalent), plus Science for Primary
- ✓ UK Bachelor's Degree (2:2 or higher)
- ✓ Successful interview & safeguarding checks
- ✓ School employment as an unqualified teacher for the full length of the course

---

### **Local & National Training Providers – Course Features**

#### **Cornwall SCITT**

- Ofsted rated *Good* (2023); Cornwall-based provider
- Available: Primary (5–11)
- 4 days in school, 1 day of study at a training centre in Cornwall
- Regular 'In-person' sessions and block placements
- Jointly delivered by Cornwall SCITT & Truro and Penwith College
- Personal tutor, apprenticeship tutor and school-based mentor
- £9250 course fee (funded by school and the apprenticeship levy)
- Dedicated support for MATs to access levy funding

#### **Best Practice Network**

- Ofsted rated *Outstanding* (2023); National provider
- Available: Primary (3–11), Secondary (Maths, English, Sciences, Geography, MFL, Computing)
- 4 days in school, 1 day of study (12 full days a year)
- Online or face to face webinars, or a combination of the two.
- £9000 course fee (funded via the apprenticeship levy)
- Partnership with Cornwall Council, allowing its local authority schools to access levy funding

---

### **Coming Soon**

- **PGTAs shortened** from 12 to 9 months (from August 2025) to bring them in line with ITT courses
  - **Teacher Degree Apprenticeship (TDA):** Earn a bachelor's degree and QTS over 4 years – all while working and earning
- 

### **Want to Know More?**

Talk to your school or MAT leadership, or contact an approved PGTA provider directly:

 [Cornwall SCITT](#)

 [Best Practice Network](#)


 [National Institute of Teaching](#)

**“Let’s build the future of Cornish education – one apprentice at a time.”**

---


### **Testimonials in support of Cornwall SCITT’s PGTA**

---

 “This route has been life-changing for our apprentice. It’s given a valued member of staff the springboard to fulfil a lifelong ambition. She brings fresh ideas back from training ... it’s invigorated our team. Cornwall SCITT offered a bespoke training plan tailored to her needs. It’s more than training ... it’s about building a teaching career from within.”


***Headteacher, Truro Learning Academy***

---

 “This route values my journey and lets me learn while doing the job I love. The centre-based training gives me the ‘why’ behind the ‘what’ I do in class. It’s amazing seeing the progress in pupils I’ve worked with all year. I can’t wait to have a class of my own and make school a place kids want to be.”

***Teaching Apprentice, Truro Learning Academy***

---

 “Being a dad, the PGTA route meant I could train, teach and support my family. It’s so rewarding to bring back new strategies and see the children flourish. My headteacher, school based mentor and personal tutor have been incredibly supportive. I want to lead subjects, inspire kids and grow into the teacher I’m meant to be.”

***Teaching Apprentice, Threemilestone Primary***

---

**Appendix C.**  
**Headteacher Interview Transcript**  
**Francesca Humberstone**  
**Truro Learning Academy**

- **Explain a little about your role in school.**
  - Based on the outskirts of Truro; head of Truro Learning Academy
  
- **How did you hear about Cornwall SCITT's PGTA programme?**
  - Approached by one of our existing HLTAs; she needed a route that would allow her to access training and developing whilst working to able to support her family.

- **How did you go about finding and selecting an appropriate PGTA candidate?**
  - Looked closely at existing staff team, (HLTA with a lot of experience); help from MAT and SCITT to determine if our candidate would meet the entry requirements.
  
- **What do you consider to be some of the key skills and qualities required for anyone thinking of applying and embarking on this training route?**
  - Our HLTA had experience of delivering some lessons prepared by other teachers.
  - Commitment to wider community.
  - Flexible and adaptable to change; incredibly resilient; very organised – managing both school and training.
  - Willingness to improve and access and drive own CPD.
  
- **What do you consider to be some of the key benefits (of the PGTA) to you as a headteacher?**
  - Apprentice has been able to build on existing rapport and relationships.
  - We knew we wanted to invest in this person with the skills and qualities she has – we feel like we are training the teachers and leaders of tomorrow, here in school.
  - Helps with the professional development of our own staff team – apprentice goes out and brings ideas back from centre-based training; fresh approaches; school based mentor has been able to develop some of her coaching skills, in terms of her own development.
  
- **Comment on Cornwall SCITT's/MAT support, (pre- and during course), in enabling your school to offer this route.**
  - Our MAT already have experience in offering apprenticeships, so the infrastructure was already there; HR and Finance department have been really supportive in adjusting the employee's contract for the 4 terms of the apprenticeship and what that might look like once QTS is gained ... in practical terms, how we might manage time out for apprentice to complete the complementary placement.
  - Supported and listened to by Cornwall SCITT staff; able to build that relationship over time with members of the team.
  
- **Anything unique about Cornwall SCITT's PGTA, over others out there?**
  - Able to create a bespoke training plan for our apprentice, in collaboration with the SCITT team (to meet her needs).
  - Regular, in-person, centre-based training, where she is able to meet with other trainees and build those connections that will help her in the future.
  
- **Comment on the role and value placed on the school-based mentor, as well as any benefits to them on supporting a PGTA.**
  - The school-based mentor is an essential part of the model; vital there is rapport and relationship so the support can have the most impact; they need to be proactive, positive, empathic.

- Important to choose someone who has experience of teaching various key stages and someone who can give the role the time it needs.
- **Comment on the ways that SCITT's PGTA training is having a positive impact on your apprentice, school-based mentor, community and pupils; even your own understanding of this pathway to becoming a qualified teacher.**
  - Impact on apprentice herself; this route has enabled her to commence with teacher training, so for her, it has been life changing.
  - School based mentor: to strengthen her classroom teaching; a colleague to collaborate with to better support children.
  - The pupils have, over time, built a stronger relationship with the apprentice; brought her learning back from training which has benefitted the children.
- **Why would you recommend this pathway to other schools/headteachers?**
  - For the right candidate, you can give them the springboard they need to kickstart their career as a teacher.
  - It could be you already have someone in your team who would suit this route – with our apprentice, this has meant she has been able to achieve a lifetime ambition, she might never have otherwise been able to fulfil; I'm immensely proud of what she has achieved – her tenacity to do it.
  - For me as a Headteacher, I feel I am able to give something back to a member of the team which will only help improve the life chances of my pupils.
- **What are some of the key areas Cornwall SCITT should consider regarding improvements to the current PGTA? (Think about pre-course prep, on-course support, placement and key stage sequencing, mentor training, software/tracking systems, balance of on the job/off the job training, own CPD needs development).**
  - A more flexible training plan: ensure this is fully workable and manageable in terms of releasing the apprentice to attend centre-based training whilst ensuring teaching commitments are fully met.
  - We had not fully considered the cost and resource implications of the half term swap, which required staffing KS1, rather than KS2; we managed this, but in other schools this could cause an unexpected financial strain; consider alternative complementary placement structure.
  - Mentoring: ensure all SCITT-led training is relevant and there is no duplication of work required by different platforms (Mosaic or OneFile, not both).

**Appendix D.**  
**Training Provider (Cornwall SCITT)**  
**Programme Manager – Tracey Matthews**

- **Explain a little about your role in Cornwall SCITT.**
  - Primary Programme Manager and responsible for both apprentices.

- **Give a brief explanation of how the PGTA course is structured.**
  - This pathway is rooted in school ... apprentices spend most of their time in their employing school but are welcomed into our community of practice at the centre.
  - Apprentices have many opportunities to develop their skills and knowledge, training alongside our core, PGCE trainees; we are renowned for providing high quality centre based training in terms of both general and subject-specific areas of classroom practice.
  
- **Why is it important that Cornwall SCITT and its partner schools offer this alternative pathway to QTS?**
  - It is important in Cornwall we have an offer that makes training to teach accessible for people who are changing their careers or have been identified as being appropriate to undertake this sort of course.
  
- **What support is in place for schools/MATs to select and prepare appropriate candidates for the programme? You might want to mention the support offered to schools by SCITT, OC, and Truro and Penwith College in relation to the accessing grant funding/onboarding/tracking and EPA process.**
  - The support on offer is really comprehensive; Truro and Penwith College have been offering apprenticeships for many years and Cornwall SCITT have been a DfE accredited provider of ITT for many years, too.
  
- **Who is your typical applicant? You might want to mention those who are likely to apply (HLTAs, TAs, cover supervisors, graduates), but then focus on the key skills, qualities and requirements for this training route, including eligibility/entry criteria.**
  - People who have a passion for teaching; who genuinely want to work with young people.
  - Who demonstrate high level of resilience, organisation skills, time management; a commitment to ensuring a positive pupil experience and pupil progress.
  - People who are committed to their own personal and professional development.
  
- **What are some of the unique characteristics of your PGTA, over others out there?**
  - High quality provision.
  - Built in collaboration with our Partnership Group ... which is made up of existing headteachers.
  - A good, local offer.
  - Proud of the fact our PGTA is face to face; we don't ask our apprentices to complete lots of online modules; they are part of our community; our apprentices thrive because of this feature.

- **Comment on the role and value placed on the training settings/schools and the school-based mentor; consider the benefits to those involved.**
  - We personally train each school based mentor to ensure they have access to our high quality materials and support.
  - We ensure there is time and capacity to ensure that mentoring meets our high standards; we are after someone with good subject and pedagogical knowledge.
  
- **Consider the ways you think/can prove that the centre-based training is having a positive impact on your apprentices, other trainees, school-based mentors, community and pupils; even your own understanding of this pathway to becoming a qualified teacher.**
  - Our mentors give high quality feedback on lessons an apprentice has taught, but we also share with them the importance of care, compassion and empathy as part of the same role.
  - It is clear to me the impact centre-based training has had on an apprentice when we observe them teach; our apprentices are expected to engage in our Intensive Training and Practice modules which take place throughout the year, with one highlight being the first one of the year on setting high expectations.
  
- **Why would you recommend this pathway to schools/MATs/headteachers?**
  - It's an exciting new route that is very well supported by a team of experts with a long tradition in providing high quality ITT and one that is renowned for its high levels of professionalism.
  - Schools get to develop their own talent, developing the teachers and leaders of tomorrow.
  - We care very much about our apprentices, as we do anyone, we would consider putting in front of the young people of Cornwall.
  
- **What are some of the key areas Cornwall SCITT should consider regarding improvements to the current PGTA? (Think about pre-course prep, on-course support, placement and key stage sequencing, mentor training, software/tracking systems, balance of on the job/off the job training, own CPD needs development).**
  - Placement sequencing: ensure that each apprentice's teaching timetable in employing school covers two key stages, which means the complementary, second school experience can form part of the single day release (off the job training hours) but is still to the equivalent of half a term (30 days), to meet the DfE's requirement that any salaried trainees (PGTA in this instance) have experience of teaching in two schools; in this revised model teaching in the alternative setting can be aligned with their preferred key stage/year group.
  - Personal Tutor: Cornwall SCITT to appoint a dedicated personal tutor who has capacity to support his cohort: apprentices are not with the PGCE/SCITT trainee

cohort all of the time, so this would ensure gaps in understanding are addressed and support is personalised to each apprentice.

---

## **Appendix E. Apprentices**

**MH: Mark Hamshar**  
**SL: Suzanne Laity**

- **Explain a little about your role in school prior to joining the PGTA programme.**
  - **MH:** I've been at Threemilestone Primary School for 7 years now; became a HLTA, spending most of my time in Y4 and Y6.
  - **SL:** I was a HLTA at Truro Learning Academy for seven years; covered PPA throughout the school; prior to that I was a class TA.
- **Why did you choose/prefer this particular route to QTS over the more traditional PGCE?**
  - **MH:** I love the school I'm in at present; done quite a lot of teaching as part of being a HLTA; this had allowed me to continue with my journey and get feedback on my classroom practice; as a dad I also realised this pathway would support me financially ... help retain my contract in school.
  - **SL:** I prefer this route as I am a single, working parent and someone who learns best on the job; this route values and credits my learning journey to this point.
- **What are you most enjoying about the experience?**
  - **MH:** I love being in the classroom; getting lesson observation feedback; I also love the days at college ... being with a group of people with whom we can share experiences.
  - **SL:** I'm really enjoying the centre-based training; the lectures show me the *why* to go with the *what* I already do; I thoroughly enjoy going into the classroom and enjoying all the rich experiences that enhance me to go forward.
- **Comment on the quality of the centre-based training sessions (to this point).**
  - **MH:** They have been very high quality; we have lots of experts come in to speak to us; lots of them are practising teachers; I like the fact we get lots of ideas to use in the classroom and see things from a pupil perspective.
  - **SL:** One highlight was the 'teaching writing' session, particularly the quality of the resources; they showed me that are things in the classroom that I can do, which I hadn't thought about, and I can take forward into my practice.

- **In what ways has the centre-based training had a positive impact on your classroom practice (pupil outcomes)? You might also mention your own personal/professional development – opportunities to engage with the research and regular reflection.**
  - **MH:** Given the background, research and evidence ... the context for why we might be doing certain things in the classroom.
  - **SL:** Centre-based training has really helped me reflect on my practice as a teacher, which then shows me how I can make a positive impact overall.
  
- **Comment on the support you've received from Cornwall SCITT/staff at each stage of the process/during the course.**
  - **MH:** Lots of support as part of the onboarding process as we were working on it together, such as what I needed to add to my training plan; school have been incredibly supportive; headteacher is very supportive ... my SBM has been great ... he has done a lot of coaching with me; also lots of support from other people on the course .. when people are having a hard day, we would rally around to support one another.
  
- **What have been some of the highlights to this point?**
  - **MH:** London was really interesting ... seeing those different settings; Houses of Parliament – how to teach and promote British Values.
  - **SL:** Really enjoyed being in the classroom with my pupils and seeing things developing over the course of the year.
  
- **What are you most looking forward to once you're qualified? Might want to mention your career ambitions!**
  - **MH:** Most looking forward to having a class of my own – seeing the one group of children progress over the course of the year; become a leader of subject or two, (maths, Geography, science) ... be happy with anything really.
  - **SL:** Looking forward to having a class of my own, to get creative with; have a passion for bringing girls into STEM subjects and contact sports; Ultimately, I want children to want to come to school; that's what I'm going to try and make happen.
  
- **What are some of the key areas Cornwall SCITT should consider regarding improvements to the current PGTA? (Think about pre-course prep, on-course support, placement and key stage sequencing, mentor training, software/tracking systems, balance of on the job/off the job training, own CPD needs development).**
  - Onboarding: May half term as the cut-off point for anyone hoping to start in the autumn.
  - Onboarding: Qualifications and equivalence: avoid duplication and create a more streamlined method for proving equivalence across SCITT and Truro and Penwith College departments.

- SCITT to appoint a dedicated PGTA link tutor for this group/pathway.
  - Termly meetings (starting in the summer) between all parties involved in the PGTA.
  - Teaching hours: PGTAs need to have their teaching time accredited ... e.g. I struggled to get my 40 hours of teaching in the blocked teaching section, but I had met those hours per subject elsewhere in my timetable, outside of blocked placement hours.
  - Training plans: PGTAs need to have one lesson in each subject across the year and make these compulsory, with the option to add more, plan allowing.
  - School-based mentor: job sharing works but should not be a deputy head/senior teacher.
  - Complementary school placement: consider revising model so it can be gradual across the year, leading to a blocked placement in the spring/summer term; still needs to allow for solo teaching of a class but can be in the apprentice's preferred KS & year group.
  - Buddy model: Consider setting up a meeting with last year's PGTAs to share experiences and offer support/tips.
  - SCITT and Truro and Penwith to provide EPA overview and timeline once one is appointed.
- 

**Appendix F.**  
**School-Based Mentors**

**AW: Alex Wake**

**SL: Steph Lane**

- **Explain a little about your role in school (include interest or background in mentoring, as well as any experience in supporting SCITT trainees, or for other providers).**
  - **AW:** A few opportunities presented themselves prior to this one ... have supported new ECTs coming into school; I've been teaching at this school, 6 years; mentoring is definitely something I'm interested in as I had such a great experience with my mentor – I wanted to give back; more confident in my role as teacher; I'm a subject leader in the school – lesson drop ins feed into constructive feedback.
  - **SL:** I was trained under the old ITT model; mentored 3 NQTs under that model; have also mentored some SCITT primary trainees and now the PGTA.
  - **SL:** Been a subject leader for a long time – supporting teachers to develop their pedagogy and teaching ... love teacher development.
  
- **What do you consider to be some of the key skills and qualities required for anyone thinking of mentoring an apprentice at this level (PG)?**
  - **AW:** Teaching is a challenging job but comes with huge rewards – which is why we do it; you have to have a passion, for the career and lifestyle; apprentice needs to come out of this year inspired and motivated to do an awesome job.
  - **AW:** Open minded; I have learnt a lot of new skills; being vulnerable yourself – not going to get things right – let your guard down.

- **AW:** Be human ... emotionally compassionate – learn about which style works best for your apprentice; difficult and honest conversations you will need to have;
  - **AW:** Make sure you are on top of your own job; have to be organised – have to have capacity – it is an amazing thing to do.
  - **SL:** You need to be flexible, hand your class over to someone else ... cannot be protective of them but be clear with pupils around expectations of each teacher.
  - **SL:** My apprentice was a HLTA; did a job share with me before enrolling on this pathway.
  - **SL:** Need to be efficient and smart with your time but not cut corners.
  - **SL:** Be open minded to not having all the answers ... Suzy has brought a lot back and shared with me ... e.g. oracy training ... tested some things with me ...which meant I could help her too.
- **What are some of the strengths of the Cornwall SCITT PGTA course? (Think about pre-course prep, on-course support, placement and key stage sequencing, mentor training, software/tracking systems, balance of on the job/off the job training, own CPD needs/development).**
    - **AW:** Resources that are there and provided, I've made good use of them.
    - **AW:** SCITT course – well designed – key and core elements of teaching practice alongside centre-based training; initial training day - meeting up with other mentors; plenty of online training modules (NABTT), e.g. how to give feedback and coach and mentor; helped me in my wider teacher role – has informed my teaching; yearly calendar is very well set out - gives mentees the core teaching skills is really pivotal; guidance each week – SEND, questioning, ITAPs – focus on creating high quality outcomes; cycle of observations and giving feedback; having the time together to reflect; signposting your apprentice to research and others to gain expert knowledge; the impact has been massive; Mosaic platform helps keep track of all that is happening; want to mention it is nice to have the staff from SCITT checking in and making sure my mentees okay, and issues raised at that point.
    - **SL:** Communication has been excellent – getting log ins ... course file ... everything was made clear to me as the school-based mentor – SCITT managers have been really supportive – on course support has been excellent.
    - **SL:** Centre based training is very bespoke
    - **SL:** I know my apprentice has a close relationship with the other apprentice – both appreciate the support they get from SCITT.
    - **SL:** Having my apprentice in the building has been amazing.
    - **SL:** Mosaic – very positive –but I have had little to do with OneFile.
    - **SL:** Good balance of 'On the job' and 'Off the job' training ... we have missed her, yes, but we would not want her to miss out on any of the learning.
- **Comment on the ways that SCITT's PGTA training is having a positive impact on your apprentice, community and pupils; even your own understanding of this pathway to becoming a qualified teacher.**

- **AW:** Having this route as an option for my apprentice has been huge; suits him with all the experience he has of being in school; being a HLTA; great opportunity to get him into teaching; it expects a lot more of him, but he has the backing; for others, the normal training route is the way to go if you don't have that level of experience.
  - **AW:** I can see the positives in him; he is happy – he is doing something new; he is a very reflective person, very open, wants me to hit him with the hard stuff; such a desire to improve and be the best he can be; he puts his learning into practice the very next day; seeing the impact in his lesson development ... planning lessons - the course is obviously providing the research, the backing, the evidence .. it has given him purpose to be able to look into something at a deeper level; having these successes is great to see; we are still regularly checking in with him; the second placement was used to broaden his skills, develop him into a more well-rounded teacher.
  - **SL:** A big difference with this route to teaching ... you can give them a lot more, a lot earlier ... mine had a career prior to this, but she still has the drive and desire and wants to do well ... there's a little more financial security, compared to other pathways.
  - **SL:** The school community benefits ... a grow your own model ...I have been out of county, visited other schools in London and Birmingham .. one thing they all have in common is they develop their own talent ... this model reflects that.
  - **SL:** Pupils benefit from having two practitioners in one classroom.
- **What are some of the key areas Cornwall SCITT should consider regarding improvements to the current PGTA? (Think about pre-course prep, on-course support, placement and key stage sequencing, mentor training, software/tracking systems, balance of on the job/off the job training, own CPD needs development).**
    - **AW:** Online documentation – try to be more efficient – focus this in one area will be much more successful, I should imagine; no one came before me to know I am doing the right thing as this is a pilot.
    - **AW:** Mentor training day - I learnt a lot about what was required of me and the two apprentice mentors were put together, but it wasn't really clear what the differences between PGCE and PGTA ... would be good to come away from that with some specific One File Training.
    - **AW:** Some snags at start but that uncertainty was ironed out.
    - **SL:** Currently two platforms, (Mosaic and OneFile) ... I was really worried about duplication across the two systems ... I fought my apprentice's corner!
    - **SL:** Triangulation or even quadrangulation meeting model should be considered: a rep from school (SBM or Headteacher) ... Apprentice ... College (Apprenticeship tutor) ... plus SCITT Tutor; termly meetings, with first one prior to course start (summer).
- **Any final reflections/comments?**
    - **AW:** Some slight variations in expectations on my apprentice throughout the year; during ITAP weeks, it wasn't always clear what he was meant to be teaching and

whether I am meant to observing and giving feedback; difficult as he is an employee at the same time.

- **AW:** Slightly blurred lines around teaching percentage ... e.g. how much of those hours is it required for mentors to be in class/around?
- **SL:** Feel proud to be part of this process.

---

## **Appendix G.**

**Jess Cowen**

### **(Truro and Penwith College: Progress Review Tutor)**

#### **1. What is your role, especially in relation to reviewing key aspects of the PGTA?**

- My role involves conducting progress reviews that focus on QTS development and the core curriculum. I work closely with Tracy Matthews (from Cornwall SCITT) and the rest of the team to understand what the trainee is working on and how they're progressing.
- I facilitate triadic meetings with the mentor and the apprentice. Where leadership is external, I've held separate meetings with headteachers as well.
- I've adapted my approach depending on the setting. In some cases, I've conducted remote reviews and followed up with confirmation from the school to avoid adding pressure during second placements.
- Essentially, I make sure the apprentice is on task, happy and developing appropriately. I've always kept the focus on support and a holistic approach.

#### **2. What are your thoughts on apprenticeships of this kind & at this level?**

- I'm a huge advocate for this model because it's so much like teacher training in FE – it's about learning through doing.
- This route provides opportunities for people who otherwise wouldn't go into teaching. Both of the apprentices I'm supporting this year said they wouldn't have trained without this option.
- The model really suits those with families and responsibilities that have experience within a school setting, who cannot complete a full time PGCE QTS route, and they have experience within school settings. Schools want to develop them as they're often very skilled but haven't had a chance to reflect on pedagogy or revisit the science of learning.
- I think it's especially important in Cornwall, where many people want to stay and work in their communities but don't have access to traditional ITT routes. Due to the equality divide and the high cost of living in Cornwall, they cannot complete other teacher training routes; also, there are no bursaries in primary, so they find they have to earn while learning to remain within the education training sector.

#### **3. Please comment on your experiences visiting schools/meeting stakeholders to date (highlights/observations)**

- I've done a mix of triadic meetings and remote one-to-ones. The in-person meetings were great for building relationships, and in one case I knew the mentor already, which helped everything flow smoothly.

- I didn't observe lessons directly, but I've taught ITT content myself, so I used facilitation methods to help the apprentices reflect on their own learning, practice in terms of their progress within pedagogical approaches and how these skills have developed across curriculum areas and age phases. At each point I then cross-referenced that with feedback from Tracey and the Cornwall SCITT team.
- At the beginning, as this was a pilot and there was late recruitment to it, there were communication issues in relation to all aspects, but I navigated that by using my judgement and experience to support the apprentices effectively. All parties were positive the pilot would work, so the apprentices and employers all worked together to get over these issues and develop not only current apprentices but also for the future of the route for ITT in Cornwall. It was great to be a part of this.
- Overall, it was brilliant to see their journey and how well they were supported, not just by mentors but also by Cornwall SCITT's central team.

**4. What do you consider to be some of the strengths of Cornwall Scitt's PGTA pilot programme?**

- It's simple – you're developing your own workforce. You're nurturing people who are already embedded in schools and who are absolutely right for the profession.
- This route fills a genuine gap in primary education and supports people who wouldn't have considered teaching otherwise.
- The two apprentices I worked with helped us shape the programme; they were part of the process. That's been invaluable.
- It's a true apprenticeship model, built around the national Teachers' Standards and the DfE's Core Content Framework, with strong QA and support built in.

**5. What have been or continue to be some of the challenges that Cornwall SCITT and Truro and Penwith College should consider in terms of improving its current model for future cohorts?**

- Duplication was a big issue initially. Too many people were doing similar reviews, which was overwhelming for the settings. We've since clarified who does what: Tracy leads on QA, and Truro team members are handling the initial onboarding process and final reviews.
- Onboarding happened late, which wasn't ideal. It meant some placements were rushed. In hindsight, earlier planning would have helped, but it had to be done that way to make the pilot happen.
- Financially, some schools struggled, especially if the apprentice was in Year 6 or if multiple staff had to be involved. That needs to be addressed so that schools aren't disadvantaged.
- The original second placement model created issues with cover. Cornwall SCITT are planning to change that to a one-day-a-week model across the year, which reduces pressure and allows for continuity.
- I also think more needs to be done to promote and explain the programme: some schools didn't really understand it at first.

## **6. Any final thoughts/reflections?**

- I'd love to see this model extended to secondary, especially in subjects like maths and PE where recruitment is tough.
  - I'm excited about the possibility of an undergraduate integrated degree apprenticeship route based in Cornwall. We've been working on it, and I think it's exactly what the region needs.
  - The fact that the apprenticeship is based on the Teachers' Standards and CCF makes it really robust. That's a major strength compared to some other models.
  - Overall, I believe this model is the way forward, especially for places like Cornwall, where people are rooted in their communities and need flexible, high-quality routes into teaching.
-